

## **Effects of Cyberbullying on Learners' Writing Skills at the University of Kotli Azad Jammu and Kashmir**

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### **ABSTRACT**

**Purpose:** This study explores the impact of cyberbullying - defined as the use of electronic communication to harass or intimidate - on university students' writing skills, particularly those using social media. It examines how cyberbullying affects both the social and psychological aspects of students' academic writing, highlighting an underexplored consequence of online harassment in higher education.

**Design/Methodology/Approach:** The target population for the study comprised undergraduate students from the University of Kotli Azad Jammu and Kashmir. A random sampling technique was used to select a sample of 350 undergraduates. Data were collected through a structured questionnaire to analyze the relationship between cyberbullying and writing proficiency.

**Findings:** The study reveals that cyberbullying significantly impacts students' confidence, self-expression, and clarity in writing. Participants exposed to cyberbullying reported reduced focus and coherence in academic writing, demonstrating that online harassment negatively influences critical academic skills.

**Practical Implications:** The findings highlight the need for educational institutions to implement digital literacy and anti-cyberbullying programs. Policymakers can also leverage these insights to strengthen regulations aimed at minimizing cyberbullying and safeguarding students' academic performance.

**Originality/Value:** This study provides novel insights into how cyberbullying affects students' writing skills, bridging a gap in existing research that often overlooks the academic consequences of cyberbullying. It offers valuable implications for educators, students, and policymakers to foster safer online environments.

**Keywords:** *Cyberbullying, Writing Skills, Social Media, Academic Performance, Learners*